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ENEX 540.02: Teaching College Level Composition

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ENEX 540: Teaching ENEX 100

Autumn 2000

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ENEX 100

General Introduction

relationship between reading and writing

critical thinkers and readers = good writers

expository writing: to state and to explain

journals, portfolios, and revision process

writer, audience, message, universe (conclusion)

instructor's relationship to reading and writing

Objectives and Goals of ENEX 100

To offer students rudiments of critical thinking and to apply these basics to the process of active and critical reading

To prepare students for a variety of expository-based writing assignments in ENEX 101 (and other college-level courses) by reinforcing the fundamentals of the writing process, specifically:

focus: a main idea stated clearly and effectively

control: all writing supports and develops the main idea: **organization and development**

To improve students' fundamental writing skills in the areas of:

sentence construction: complete, correct, and clear

word choice: accurate and effective

(working knowledge of) grammar, punctuation, and spelling

To establish the revision process as an integral step in the writing process

To promote a sense of responsibility about writing and being a writer:

schedule time to reflect on subject/issue and readings

explore own thinking and perspectives in journals and through freewriting

dedicate time to the writing process

continuously evaluate quality of thinking and level of writing skills

on-going assessment of work in progress

utilize comments and reactions from readers in the revision process

General Approach

[diagnostics (on-going from first day and continuing for the first two weeks)]

read and discuss thematically-based readings on diverse topics

apply fundamentals of critical thinking to the analysis and discussion of readings

apply fundamentals of critical thinking to the writing process

assign one or two-paragraph length persuasive¹ responses to the readings and topics, emphasizing a particular rhetorical development strategy (description [with observation], definition, and comparison and contrast)

revision workshop

[one end-of-semester essay: analysis and evaluation]

¹ persuasive: a statement which will sway an audience member to accept (if not adopt) the writer's position. *Accept*, here, implies that the position is logical, developed, and supported: effective expository writing.

General Course Outline

Reading [and Summarizing] (with Chapter 7/Cyberspace and Technology)

(option here: Use chapter 7 for both an introduction to critical reading and to writing the summary or choose another chapter for reading and then move to chapter 7. Available choices are chps. 4/immigration and diversity, 5/media, or 6/environments.)

rudiments of critical thinking and reading

journals

discovery

no external or internal editors

the writing process (continued and more specific)

Summarizing (with Chapter 7/Cyberspace and Technology)

reemphasizes the need for good reading habits

continue critical-thinking approach

as a writer: study how a writer presents information

topic: reading with a critical mind: using rudiments of critical thinking: 'questions for a reader'

the writing process (continued and more specific)

assignment: writing a summary²

craft: diagnostics and self-assessment

technique: main idea and outlines

Pop Culture (chapter 8)

topic: continue the discussion of the writing process, becoming more specific

rhetorical strategy: description (with observation)

assignment: describing someone cool

one paragraph

² There are four pieces in this chapter which are suitable for the assignment. We will discuss the options in 540.

focus on one specific element of his/her coolness (or lack of it)

craft: sentences: construction, clarity, effectiveness

technique: freewriting: listing

Gender and the American Family (chapter 3)

topic: questions of identity and of family

rhetorical strategy: definition

the speculative definition: defining the abstract, e.g. freedom, beauty, family, etc.; what the term means to the writer

assignment: develop one specific definition of the family.

one paragraph (two?)

focus on one element of the definition: duty, responsibility, purpose, need, etc.

craft: word choice and clarity of expression

technique: freewriting: focused freewriting

Music (Chapter 10)

topic: music: styles, forms, varieties

rhetorical strategy: comparison and contrast

examine two styles of c/c: sentence by sentence or block

assignment³: compare two musical forms

technique: freewriting: clustering

topics: analyzing and making a judgment

³ Write a two-paragraph response comparing and/or contrasting the form of music you like to listen to the most and the form of choice for someone else in your life, for instance a roommate, parent(s), significant other, children, etc.

fundamental kind of expository writing essential in college classroom

analyzing a subject

making a judgment

arguing to that judgment on the basis of established criteria

rhetoric strategy: analysis/evaluation

assignment: ⁴

⁴

three possibilities: instructor's choice

-Review a movie and explain your judgment.

-View a particular movie and judge its worth as an example of a particular category of films: horror, romance, comedy, documentary.

-Choose a film that you think should be but is not on the list (see Projections, p. 426 #5) of 'cult' films or choose a film that you think should not be on the list of 'cult' films but is on the list.